DOCUMENT RESUME

ED 338 272 JC 910 472

TITLE Welcome to the Board: A Handbook for New Trustees.
INSTITUTION Illinois Community Coll. Trustees Association, Springfield.
PUB DATE 89
NOTE 32p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrative Organization; Administrator Responsibility; Board Administrator Relationship; College Administration; *Community Colleges; *Governance; *Governing Boards; *Leadership Responsibility; *Trustees; Two Year Colleges
IDENTIFIERS *Illinois

ABSTRACT

Designed for new trustees at community colleges in the Illinois Community College System (ICCS), this handbook provides background information and an orientation to the responsibilities of members of community college boards of trustees. The booklet briefly covers the following topics: (1) historical and legislative background to the establishment of community colleges and the ICCS; (2) the characteristics of ICCS students; (3) the organization of higher education in Illinois and the administrative levels within which the ICCS functions; (4) the specific legal duties and responsibilities of community college trustees in Illinois (i.e., defining the role and mission of the college, evaluating institutional performance, approving college plans, establishing tuition and tax rates, hiring and evaluating the college president, establishing institutional budgets and approving contracts and expenditures, and representing the community to the college and the college to the community); (5) the role of board officers, the chairperson, and the president; (6) board policymaking and administrative procedures; (7) the role of the board attorney and auditor; (8) the board's relationship to students and faculty; (9) reviewing the college's budget report; (10) the Illinois Community College funding formula used to determine the allocation of fiscal resources to the colleges; (11) the Illinois Open Meetings Act and its relevance to the conduct of board meetings; (12) statements of economic interest (relating to trustee financial holdings) and conflict of interest; (13) collective bargaining laws; (14) relations with state legislators; (15) maintaining up-to-date information; and (16) non-profit associations of interest to community college trustees. A list of 27 commonly used acronyms is included. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 308272

WELCOME to the BOARD

A handbook for new trustees

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. Davis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

JC 910 472

1989 Edition

ICCTA
ILLINOIS COMMUNITY COLLEGE TRUSTEES ASSOCIATION

"This nation grew into greatness because early Americans met the challenge of building an educational system second to none. With the dawn of a new century only 11 years away, we are faced with a challenge -- to revitalize and restore that system our forebearers bequeathed to us; to ensure that an American education is once again the best in the world. In this important mission, we can look to leadership from an American innovation in education -- our nation's community colleges."

George Bush

"Already higher education is a regulated industry. It may be on its way to public utility status. It may even be on its way to becoming just another series of governmental agencies, as in so many other nations in the world.

"This would be a great tragedy for higher education and for the nation . . . . It's a tragedy that need not happen . . . .

"The trustees are going to be on the front line, protecting the autonomy of American higher education, protecting it directly by opposing increasing and unwise public control at the state and federal level, but more importantly, protecting it indirectly by handling the grave problems ahead in the most responsible possible way."

Clark Kerr

The Illinois Community College
Trustees Association
509 South Sixth Street, Suite 426
Springfield, Illinois 62701

(217) 528-2858
FAX: (217) 528-8662

WELCOME

This booklet discusses your responsibilities as a member of a community college board of trustees. We hope you find it informative.

As a newly elected or appointed trustee, you are embarking on an exciting undertaking which will make you a part of the life of your community college and that community college very much a part of your life.

Governance of your college will involve you in an institution that can improve the lives of the people of your community for decades. It is an important trust. You are to be commended for your willingness to donate your time for the good of your fellow citizens.

The new trustee faces a challenging period of orientation to the board, the college and the art of boardsmanship. As you become familiar with community college matters, you will learn that the Trustees Association speaks for the colleges at the state level.

In addition, you will learn that the Association supports you and exists, in part, to help you be the best trustee you can be.

We look forward to a long and mutually beneficial relationship between you and the Illinois Community College Trustees Association.

Gary W. Davis
Executive Director

"A public office is a public trust"

The maxim quoted above is still true and is emphasized in the title of the office which you now hold. You are an official who holds the resources, property and future of a local community college in trust for the citizens of your district.

Your job as a trustee pays nothing, and your only reimbursement will be for legitimate expenses incurred on college business. But in a larger sense, you will garner enormous dividends from your service to the college. As a trustee, you will have the opportunity to work with a broad range of people and will be called on to deal with a host of problems and challenges as you lead your institution. As a trustee of a learning institution, you will learn along with the students.

Some history

The community college sector is still viewed by many as "the new kid on the block." Compared to schools like the University of Illinois, our history appears quite recent. After all, the Illinois Public Community College Act was passed in 1965, and the University of Illinois - a senior institution - has been around since 1867.

But the history of community colleges did not begin in 1965. In fact, the "junior" idea began with William Rainey Harper, president of the University of Chicago. He saw the schools as feeders, channeling students into the university. The first junior or community college in the world was founded at Joliet in 1901. Today, Joliet Junior College is one of the 39 public community college districts in Illinois. In the nation, there are over 1,200 public community colleges in operation today.

Many junior colleges were created in the years after Joliet's founding, notably in the years immediately after World War II. The colleges were founded as adjuncts to local high school districts or the University of Illinois. Among these "senior" junior colleges are Kaskaskia, Black Hawk, Danville, City Colleges of Chicago, Elgin, Thornton, Illinois Valley, Prairie State, Highland, Rend Lake, Belleville, Joliet, Morton, Illinois Eastern, Southeastern, and Spoon River. But the real growth in community colleges came after the 1965 law.

There are several important elements of that law:

1) It enabled community colleges to exist as separate units of local government with the ability to levy taxes and with the promise of state appropriations.

2) It set up the Illinois Community College Board at the state level to coordinate the activity of the community college districts.

3) It codified the principle of comprehensive community colleges for Illinois. All Illinois community colleges are expected to offer programs in baccalaureate, vocational, adult basic and remedial education, and community service activities, as well as non-credit continuing education offerings.

While some states have only vocational institutes or transfer-oriented community colleges, Illinois was placed in the forefront of the community college movement by embracing the comprehensive community college principle. This is a statewide mandate that all community colleges must meet.

Illinois community colleges received an additional boost with the 1985 enactment of legislation requiring all areas of the state to join the community college system by 1990. This will ensure that by the next decade, the promise of quality education will lie literally within driving distance of every resident of Illinois.

Some statistics

Today, Illinois community colleges are coming of age as providers of education for more than one million Illinoisans each year.

Over half of the students enrolled in public higher education in Illinois attend community colleges. More than one-third of those students are enrolled in occupational programs, and another one-third are in transfer programs.

The students come from all backgrounds and from all age groups. They attend both evening and daytime courses on both a full-time and part-time basis. Whether the students are recent high school graduates or people returning to school after years on the job, they benefit from high-quality education at a reasonable cost within commuting distance of their homes.

The system of systems

Higher education in Illinois is organized under the Illinois Board of Higher Education. The Board is designed to coordinate the state's higher education activities. The Board includes representatives from the governing systems, and public members appointed by the governor. There are 10 public members, five system representatives, and a student member.

Functioning under the Board are five systems. They are:

The University of Illinois, with campuses at Urbana and Chicago. Members of the Board are elected statewide on a partisan basis.

Southern Illinois University, with campuses at Carbondale and Edwardsville. Board members are appointed by the governor.

The Board of Governors, which operates Governors State University at University Park, Eastern Illinois University at Charleston, Western Illinois University at Macomb, Northeastern Illinois University at Chicago, and Chicago State University at Chicago. Board members are appointed by the governor.

The Board of Regents, which operates Sangamon State University at Springfield, Illinois State University at Normal, and Northern Illinois University at DeKalb. Board members are appointed by the governor.

The Illinois Community College Board, which is a planning and coordinating body for the 39-district Illinois community college system. (The system will expand to 40 districts in June 1990 with the addition of a community college in the Bloomington-Normal area.) The Illinois Community College Board is a 12-member board with 11 members appointed by the governor and one chosen to represent community college students.

In matters such as the approval of new programs, your board of trustees, the Illinois Community College Board and the Illinois Board of Higher Education must act favorably before a community college can offer the proposed program.

The Illinois Community College Board is responsible for preparing the budget request for state appropriations for the colleges each year. The budget request then becomes part of a larger budget request for all of higher education, prepared by the Illinois Board of Higher Education. The Illinois Board of Higher Education request is considered by the governor in his preparation of the state budget.

Duties and responsibilities

The duties and responsibilities of a community college board are spelled out in state law. One of the first things a new board member should do is to become familiar with that portion of state law which deals with community colleges. This is commonly called the Illinois Public Community College Act. In the Illinois Revised Statutes, it is Chapter 122, Sections 101-1 to 108-2. Board members should pay particular heed to the duties outlined in Sections 103-21 to 29, and the powers listed in Sections 103-30 to 43. Reprints of this Act are available from the Illinois Community College Trustees Association.

While no list can include all of the responsibilities which you will exercise as a board member, some of the major ones are:

1) Defining the role and mission of the college

2) Evaluating institutional performance

3) Approving college plans

4) Establishing tuition rates

5) Establishing tax rates

6) Hiring the president

7) Evaluating the president

8) Establishing institutional budgets and approving contracts and expenditures

9) Setting the tone for institutional leadership

10) Representing the community to the college and the college to the community

One of eight

As a community college trustee, you are one member of an eight-member board. All board members have equal rights and responsibilities, with one exception. The student trustee does not have the right to cast a vote.

All decisions made by boards of trustees must be made by a vote in a public meeting. Away from the boardroom, each board member speaks only as an individual and cannot make commitments for the board as a whole.

State law says a majority of the full voting membership of the board shall constitute a quorum. Further, it says that if a quorum is present, a majority of the members voting on the measure shall determine the outcome.

Remember that the board cannot act as individuals, but only as a board. That means that you may sometimes disagree with what becomes board policy; but once it is adopted by the board, you will bear some responsibility for implementation of that policy. As decisions are made, you are expected to speak openly for your point of view. But once the decision is final, you should support the position of the board.

Effective trusteeship requires the ability to function as part of a team. A team functions best when members refrain from bickering and second-guessing.

Officers of the board

Under Illinois statute, boards elect their officers on or before the first Monday in December following the district election, or annually in non-election years. The statute says the board shall elect one of its members as chairperson and another member as vice-chairperson.

In addition, the statute calls for the election of a secretary who may or may not be a member of the board. The statute further allows for the appointment of a treasurer to serve at the pleasure of the board. The treasurer may not be a member of the community college board. The board of the community college district shall fix the compensation of the treasurer.

Role of the chairperson

As the chosen leader of the board of trustees, the chairperson fills a unique role. Duties of the chairperson include presiding at meetings and taking responsibility for their orderly conduct. The chairperson should know parliamentary procedure and use it to assist the board in moving quickly and efficiently through the meeting's agenda.

The chairperson must see that all board members who wish to speak be given the opportunity. The chairperson regulates the discussion and must see that any needed information is supplied by staff members. Often the chairperson consults with the president as the agenda is put together.

Many presidents consult closely with the chairperson during the period when the board is not meeting. The president may turn to the chairperson for guidance and advice if a matter comes up which needs a quick response on the part of the president.

Different boards have different attitudes on the length of time the chairperson should serve. Some boards believe the board should continue with an experienced chairperson; other boards believe in electing a different chairperson each year so that the experience of being chairperson helps develop board members, giving them a keener appreciation of the board's function.

Tradition on your board will help determine the length of a chairperson's service and the degree to which the chairperson functions in the absence of the board.

The president or chancellor

Perhaps the most important responsibility of the board is to employ its chief executive officer: the president or chancellor.

It is the president who is responsible for the administration of the community college district's business. The president acts as academic leader, representative of the college in the community, top manager, and chief advisor to the board. As the most visible employee, the president represents the college to all of its many constituents.

The relationship between the board and the president should be open and mutually supportive. Without a shared sense of purpose between the board and the president, and without mutual respect and trust, a college will experience difficult times.

The president should be the major source of information and recommendations channeled to the board. As chief executive officer, the president must be responsible for all administrative recommendations which are brought to the board. While it is necessary to delegate authority in most matters, the president alone is responsible for the recommendations coming to the board.

Board members should be sensitive to the president's need to be the link between trustees and administrative staff. By channeling information and requests, the president can clarify questions and monitor the accuracy of reports. When you have a question or suggestion, you generally would be wise to call the president first.

The president should be sensitive to the goals and concerns of the board and should act in accordance with its wishes. In most instances, recommendations made by the president will be acceptable to the college board. A board which continually disagrees with the recommendations of its president may find that a change in leadership is necessary. In turn, once policy decisions are made and the administration has been directed to carry out those policies, the president and other employees have the right to expect support from the board of trustees.

The presidency of an institution of higher education is a very difficult job. Demands are made on the president's time around the clock, and presidential decisions are constantly tested and challenged. That is why presidents are well paid, but it is also why presidents need strong support from their boards.

Policy-making & administration

Accepted theory in educational administration says boards are responsible for making policy, and staffs are responsible for administering the college. The basis of this belief is in the nature of the two jobs. Board members are part-time volunteers, and staff members are full-time paid employees. The system works best when the part-time volunteers are responsible for setting general policies as representatives of the community, and when staff members, on a day-to-day basis, establish procedures and make decisions which carry out those policies.

Sometimes, however, it is difficult to draw the line between policy-making and administrative matters.

An example might be as follows: The board sets the policy that next year's budget will be in balance. The president establishes procedures which will be used by each department in making spending commitments, and the vice president for business affairs, plus others, are responsible for seeing that expenditures are within the limits which the board appropriated when it approved a balanced budget.

But many matters are not so clear cut. Boards must do more than simply approve budgets. Questions sometimes arise as boards monitor expenditures during the year. The board may need to act to disapprove a specific expenditure. Some might say this is an extension of policy-making. Others might claim an invasion of administrative authority.

Deciding the appropriate roles of the trustees and the president must rest with the people who are involved at the local level. Past practice, local tradition, and the personalities of the board members and administrators all play a role in this determination.

Generally, however, it can be said that the board must take the larger perspective. It functions most effectively when day-to-day details are left to the staff.

The attorney and the auditor

Two people of particular importance to the board are its attorney and its auditor. While both work at the direction of the president, both have a very special obligation to protect the interests of the board. You should expect to receive legal opinions and auditor's reports directly. Boards that ignore the management letters from their auditor or that act contrary to the legal advice from their attorney often do so at risk of liability to their colleges and themselves.

The students and the faculty

Underlying all of your decisions is a concern for the welfare of the students who come to your community college for education. Those students are of all ages and backgrounds, with a variety of life situations and personal or vocational goals.

They are at your school because they want a better chance in life. They want to improve themselves, and they believe that the community college is the best way to achieve their goals.

Working with you to help the students reach their potential is your faculty. As the core of your academic work force, they serve both as role models and as providers of knowledge.

Of all the employees at the college, it is the faculty which is most directly responsible for fulfilling its chief mission. Periodically, the board should review all policies regarding the hiring, firing and evaluation of teachers. In addition, the board should support efforts to reward excellence in teaching.

The budget

During your time on the board, you will have the opportunity to read the college's budget report. It is one of the most important documents with which you will deal.

The college budget is more than a collection of figures. It includes the projected revenue which you will receive during the budget year and it details the spending plan for the college's fiscal year. It determines what tax rate and tuition levels are needed by the district.

While you probably do not need to become familiar with the budget's individual line items, you should become familiar with an overall summary of the document.

When you participate in budget discussions and approve the budget document, you are setting policies which will have great impact on the college. You should expect to be supplied with comparative data which show revenue and spending trends from the current year to the next year and for a longer period, such as the past five years.

When you study the budget, you should be told what changes the budget includes from current operating practices. Are new positions included in the budget? Are current employee positions eliminated? Has the acquisition of library materials decreased? Are new academic programs being added or old ones deleted? Is more or less to be spent on maintenance? What is happening to the utility bills? These and other questions are the kinds of things which should make up a budget discussion. You will be discussing money and how it is to be distributed.

The funding formula

Another topic board members will discuss is state funding.

You should know that the community colleges are supported by revenue from three major sources. Local property taxes fund 37 percent of the systemwide cost; state grants distributed through the Illinois Community College Board supply 34 percent of the cost, and student tuition and fees underwrite 23 percent. Miscellaneous revenue supplies 6 percent. Because of various factors, the percentage of these elements varies in the total funding of each local college.

The "funding formula" is the method used to channel state money to the individual districts. The formula is cost-based, and the money is distributed on the basis of enrollments two years prior to the fiscal year in which funds are distributed.

The formula determines how much is needed to operate all the districts for a year. These resource requirements are determined by using the latest actual enrollments, the latest unit cost (the cost to produce a credit hour), and an adjustment for inflation in the areas of salaries, utilities, general cost increases, and other identified special needs.

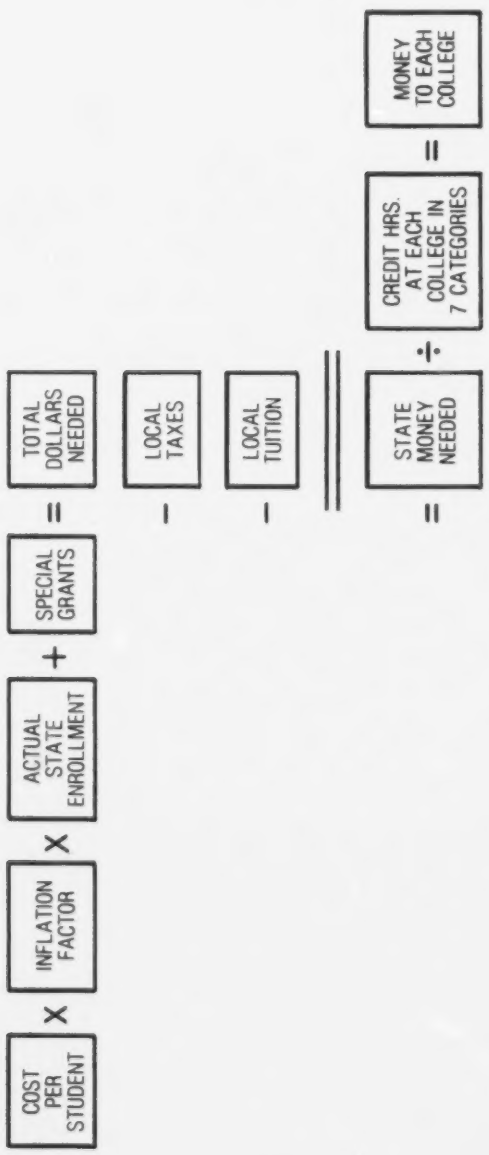
Then, all local tax monies, tuition revenue and other funds (such as federal funds) are subtracted, and the state appropriation is the amount remaining.

The bulk of this money is distributed through credit-hour grants. These grants are paid for each credit hour generated by all eligible students. If the student is in a course that is expensive to conduct, the district gets more money per credit hour than if the student is in a lower-cost course. State money is distributed through credit-hour grants in seven categories. On a credit-hour basis, your college also receives money for grants to fund programs for disadvantaged students, economic development, and advanced technology equipment.

Some districts also receive equalization grants which are intended to assist districts where the equalized assessed valuation per student is below the statewide average. The theory is that all students are entitled to a certain level of educational services whether they live in a district with a low or high assessed valuation per student.

The following chart shows how the funding formula works:

The Illinois Community College Funding Formula



Each year, the Trustees Association works with senators, representatives and the governor's office to assist in the passage of an appropriation bill which provides adequate funding for the colleges. In doing so, we compete with all other higher education institutions, with the common schools, and with all the rest of state government programs.

The Open Meetings Act

In 1957, the Illinois Open Meetings Act became law and was amended in 1967, 1973, 1977, 1981 and 1983. The Act is found in the Illinois Revised Statutes, Chapter 102, Sections 41-46. It does apply to meetings of public community college boards, so board members should be familiar with its provisions.

The philosophy behind the law is that public business should be conducted openly so the public can observe the discussions and votes of public bodies. Thus, all votes taken by public boards must be taken in public. In general, decisions cannot be made behind closed doors.

The law has been the subject of several court cases and opinions from the attorney general. An explanatory booklet entitled *A Guide to the Illinois Open Meetings Act* is available through the Trustees Association.

There are exceptions to the Act. The law allows boards to meet in closed session to discuss litigation, acquisition of real estate, and specific kinds of personnel matters, including: collective bargaining; the appointment, employment, or dismissal of employees; testimony on a complaint against an employee; and discussion in filling a vacancy in that governmental body. However, these exceptions refer only to the discussion of such matters. Any final action must be taken in open session.

The Act requires that minutes be kept of closed meetings and allows any citizen to record public meetings. It also provides that public notice of regular meetings and of special or rescheduled meetings must be given in certain specified ways.

The Act allows any member of the public to bring suit alleging violations of the Act. Courts may nullify final actions taken at illegal meetings, order that illegal meetings not be held, and issue a writ of mandamus to force meetings to be open to the public.

Violation of the Open Meetings Act is a criminal offense, a Class C misdemeanor punishable by a fine of up to $500 and 30 days imprisonment.

Statements of economic interest and conflict of interest

Illinois law requires that certain holdings of public officials be made a matter of public record. To accomplish this, state law requires that members of college boards of trustees file a Statement of Economic Interest annually with the clerk of the counties in which they reside. These forms must be filed no later than April 30 each year. The forms are available from the county clerk and should be provided to you by the college administration. Failure to file may result in forfeiture of your office.

State law also prohibits community college board members from voting on any decisions in which action by the college results in substantial gain for the individual directly or indirectly, either in person or through an association, trust, or corporation in which the individual has an interest.

A lengthy section of the Illinois Public Community College Act (Chapter 122, Section 103-48) specifies which actions by boards and board members constitute a conflict of interest. Each board member should read this section of the law. If you are not clear about the provisions, you should discuss them with the board attorney. A board member who violates the conflict of interest section of the law is guilty of a Class 4 felony and will be forced to vacate his/her seat.

Collective bargaining

Illinois has passed collective bargaining laws for public employees, including those working at public community colleges.

Many community college districts are now involved in some form of collective bargaining. No matter what the state of collective bargaining at your college district, this is an important subject with which you should become familiar. The 1985 edition of the Illinois Public Community College Act includes a section on the relevant legislation.

Collective bargaining is important because it governs your relationship with your employees, affects the resources available for running the college, and has many legal ramifications with which a newly elected or appointed trustee may not be familiar. You should spend time with your administrators and attorney, reviewing collective bargaining issues and your college's background in this area.

Legislative relations

Because state law governs much of what community college trustees do, and because the state supplies a large portion of the money expended by community college boards, it is necessary that each college maintain solid working relationships with its state legislators.

At the state level, the Illinois Community College Trustees Association serves all of the colleges by representing their general legislative interests in Springfield. The Association supplies information and testimony to legislators and their staff. In addition, ICCTA monitors legislative activity and reports developments to member trustees and presidents.

At the local level, it is essential that trustees and presidents know their legislators, befriend them, and constantly keep them abreast of developments at the college.

Legislators should be invited to the campus. Trustees should keep in touch with legislators even when no community college legislation is currently being considered. The continuing cultivation of legislators is an important factor in community college success in the General Assembly.

Using the information supplied by the Trustees Association, trustees can be effective when it is time to make contacts to advocate a position endorsed by community colleges statewide.

Doing your homework

Good board members stay informed about happenings at their college. You will be expected to participate in some events and will also be invited to many others. Each college has community luncheons, lecture programs, athletic contests, political events and dramatic presentations at which the attendance of board members is encouraged. At certain special events, such as commencement or nurse-capping ceremonies, trustees are often expected to be present.

When you attend campus events, you may be approached with suggestions for the board or criticisms of the college. Experienced trustees advise that a board member should listen carefully and report the substance of such conversations to the president. Trustees should be careful not to commit themselves or their boards to any special course of action.

In addition to attending some campus events, trustees have the responsibility to keep informed about various current proposals and recommendations that the administration presents. You will probably receive a packet of materials regularly, prior to each board meeting. The well-informed trustee reads this material well before the meeting.

Should questions arise, the best procedure is to contact your president before the board meeting to make him/her aware of your questions. If your president is not able to answer you at that time, at least he/she will have been alerted so as to provide the correct research and information at the board meeting.

A good relationship between presidents and trustees eliminates surprises. Good administrators do not repeatedly bring "walk-in" items to board meetings. Good trustees make presidents aware of concerns and questions early enough that answers can be thoroughly prepared.

You should expect to do a certain amount of reading about the field of education to improve your understanding of the many different policy matters which will be discussed during your time on the board. The best source of current news in the field of higher education is a weekly newspaper called the *Chronicle of Higher Education.* It contains in-depth news and analyses of higher education issues as well as a large section devoted to listings of current job openings in the field.

A monthly magazine which is devoted entirely to the field of higher education is called *Change.* It, too, is a non-profit operation, devoted more to analysis than to fast-breaking news stories. Much of its material relates to senior institutions, but it has a special section for community colleges and covers issues of concern to all of higher education.

If your college does not provide you copies of these publications, or similar ones, you should let your president know if you are interested in receiving them.

Associations

Several non-profit associations are of interest to community college trustees. You will probably find that your school belongs to some or all of the following groups:

Illinois Community College Trustees Association (ICCTA)

At the state level, the Illinois Community College Trustees Association speaks for public community colleges. The Association is the colleges' lobbyist and advocate on the Springfield scene. In addition, it is involved with continuing education activities for trustees. The Association also serves as an information source, providing the *Illinois Trustee* newsletter, membership and legislative directories, legislative analyses and alerts, and other material designed to keep trustees well-informed.

Each member board elects a voting delegate and an alternate to the Board of Representatives, which serves as the governing body of the Association. In addition, ICCTA is subdivided into nine regions, each with a regional chairperson. The nine regional chairpersons, along with the ICCTA officers, constitutes the Executive Committee.

Membership in the Association is voluntary and is authorized by state statute. Dues are assessed on a combination flat-fee and appropriation formula.

The Illinois Council of Public Community College Presidents

Each month, the presidents of Illinois community colleges meet under the auspices of the Illinois Council of Public Community College Presidents. They have committees that are active in areas such as capital needs, legislation and curriculum. Like ICCTA, the Council also functions as an advisory committee to the Illinois Community College Board.

At the national level, three groups are particularly worthy of community college membership:

Association of Community College Trustees (ACCT)

This group performs many of the same functions at the national level which ICCTA performs at the state level. The Association regularly publishes a newsletter called the *ACCT Advisor,* produces a quarterly magazine that features papers on trusteeship written by trustees, and hosts regional and national meetings that offer educational seminars.

The American Association of Community and Junior Colleges (AACJC)

This is a national umbrella organization in which trustees, presidents and other interested persons join together to promote the community college movement. More than 50 years old, AACJC publishes a monthly magazine devoted solely to community colleges. The group also sponsors regional and national meetings that include trustee-oriented workshops.

The Association of Governing Boards (AGB)

This national organization is composed of governing board members. AGB presents some of the finest workshops and seminars available in the field of higher education governance. However, the group is not particularly oriented toward public community colleges because the majority of its members are associated with senior universities or private institutions.

Each association plays an important role in higher education. Membership in these associations can be very beneficial to your local board. You will find communication with other trustees from around the state and nation increases your understanding of your role and your effectiveness on the board.

Asking questions

This brochure is designed to answer some questions about the art of effective trusteeship. But it can only touch the surface.

It will take time for you to develop the background and understanding needed for complete familiarity with the community college movement and the issues it faces.

One of the best ways for you to learn is to ask questions. If you don't understand the budget or a proposed policy or program, ask questions. You are the final decision-making authority on your college campus, and you will bear the responsibility for the decisions that are made. Make sure you understand what you are doing and why it is being done.

Your president will welcome the opportunity to help you keep informed. In addition, your peers in the Trustees Association stand ready to provide help and guidance. Informative seminars are available, using the expertise of community college leaders from around the state and nation. Regular meetings of ICCTA are open for you to attend.

Feel free at any time to call the Association at 217 / 528-2858 and ask questions. We look forward to hearing from you.

"In five years at my institution, no board member has ever once asked me if we are doing anything to improve the quality of the institution. No one has ever said, 'Do you have any evidence the students are learning anything? Can you prove the institution is better than it was the year before or the year before that?'

"Yet somehow these seem to me the crucial questions that should be asked. My sense is that we are asking the operating questions but not the fundamental questions."

Frank Newman

Commonly used acronyms

AACJC — **American Association of Community and Junior Colleges**
AACJC is a voluntary national organization in Washington, D.C., providing information through a monthly journal and periodic conventions. A liaison to the federal government, AACJC serves as an umbrella organization for all community college interests.

AAUP — **American Association of University Professors**
AAUP is a national organization of college teachers that has become somewhat active as a union, organizing some campuses for collective bargaining. It has not been very active in community colleges.

ABE — **Adult Basic Education**
ABE consists of courses offered by community college districts in areas such as English as a second language, and mastering reading and writing skills.

ACCT — **Association of Community College Trustees**
A voluntary national organization in Washington, D.C., ACCT provides information (a quarterly journal and periodic conventions) primarily oriented toward trustees.

ACE — **American Council of Education**
A voluntary national organization in Washington, D.C., ACE acts as the umbrella organization that coordinates legislative programs and lobbying for the various segments of higher education, including community colleges, universities and private colleges.

AFT — **American Federation of Teachers**
AFT is a union affiliated with the AFL-CIO. Its Illinois branch is IFT.

AGB — **Association of Governing Boards**
A voluntary national organization in Washington, D.C., AGB includes four-year institutions, community colleges, and private, elementary and secondary schools among its membership. AGB provides a bi-monthly journal, a monthly newsletter, numerous special publications, periodic conventions, and liaison to the federal government. AGB is oriented primarily toward trustees.

BOB — **Bureau of the Budget**
An agency within the state's executive branch, it oversees preparation of the state budget and has some say in the approval of projects.

CDB — **Capital Development Board**
CDB is the state body responsible for the construction of public buildings. Its board and chairperson are appointed by the governor. CDB provides the state portion of capital funding through its yearly budget, some supervision of bidding and architect-engineering efforts, some on-site inspection of construction progress, and final acceptance of projects.

DAVTE — **Division of Adult, Vocational and Technical Education**
DAVTE is the part of the State Board of Education which makes grants to community colleges for vocational education, programs and equipment.

DCCA — **Department of Commerce and Community Affairs**
DCCA is the state's central source of economic development information for business and local government. It also administers state and federal grants for many job-training programs and small-business assistance centers located at community colleges.

FTE — **Full-Time Equivalent**
Since community colleges enroll large numbers of part-time students, a device is needed to make enrollment information comparable to other segments of higher education. An FTE student is not a real student, but a figure used to denote a number of hours a full-time student would use. For instance, three students might attend a community college, each taking one five-hour course. Because together they generate 15 semester hours, those three students (three head counts) would be equal to one full-time student (one FTE).

GED — **General Education Development**
The GED exam is taken to acquire the legal equivalent of a high school diploma. Many community colleges give classroom and individual instruction to help in preparation for the test.

IBHE — **Illinois Board of Higher Education**
IBHE is the board that oversees all public higher education in Illinois. IBHE generates yearly operating and capital budgets for all state higher education funding.

ICCB — **Illinois Community College Board**
ICCB is the board that oversees all community colleges in Illinois. ICCB must approve all new college programs and develops a yearly operating and capital budget for IBHE.

ICCCA — **Illinois Council of Community College Administrators**
ICCCA is a voluntary organization that serves as an advisory group to ICCB. Its members include business officers, academic deans, public information directors and other administrators.

ICCFA — **Illinois Community College Faculty Association**
A voluntary organization of representative faculty members from Illinois community colleges, ICCFA also acts as an advisory committee to the ICCB.

ICCTA — **Illinois Community College Trustees Association**
Based in Springfield, this voluntary organization offers a newsletter, legislative information, periodic conventions and workshops. As a liaison to IBHE, ISSC, the legislature, the governor, and especially ICCB, ICCTA coordinates lobbying efforts for community colleges.

ICPCCP — **Illinois Council of Public Community College Presidents**
ICPCCP is a voluntary organization of community college presidents that works closely with ICCTA. It also serves as an advisory committee to ICCB.

IEA — **Illinois Education Association**
IEA, the Illinois branch of NEA, has been very active in lobbying and in organizing elementary and secondary school teachers.

IFT — **Illinois Federation of Teachers**
IFT, the Illinois branch of AFT, has been active in lobbying and in organizing unions at community colleges and Chicago public schools.

ISBE — **Illinois State Board of Education**
A state agency, ISBE oversees elementary and secondary schools. Its functions are similar to those of IBHE.

ISCC — **Illinois State Chamber of Commerce**
ISCC represents the statewide business interests of local chambers of commerce before the Illinois General Assembly.

ISAC — **Illinois Student Assistance Commission**
ISAC oversees the financial aid programs offered to two- and four-year college students in Illinois.

JEC — **Joint Education Committee**
JEC is a state committee providing liaison among the ISBE, ICCB and IBHE. JEC has worked out a jurisdictional agreement for adult education.

NEA — **National Education Association**
NEA is an independent union of teachers. Its Illinois branch is IEA.

SURS — **State Universities Retirement System**
SURS manages a retirement fund for all employees of public higher educational institutions in Illinois.

ERIC Clearinghouse for Junior Colleges DEC 06 1991